

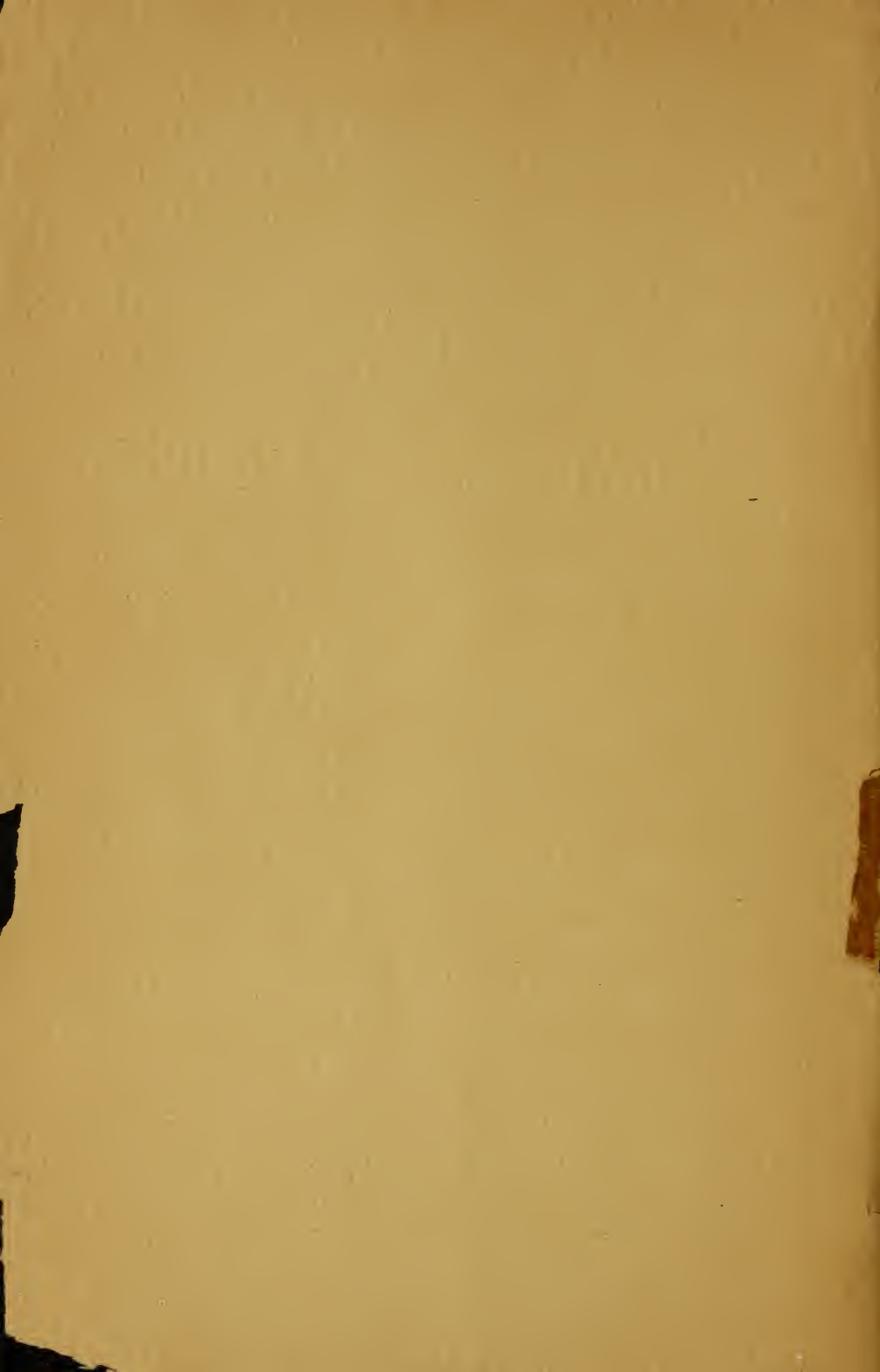


STATE NORMAL SCHOOL



LOWELL, MASS.

1900.



MASSACHUSETTS
STATE NORMAL SCHOOL
AT LOWELL.

CATALOGUE AND CIRCULAR.

THIRD YEAR, 1900.



BOSTON :
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1900.



STATE NORMAL SCHOOL.

State Board of Education.

Established in 1837.

Ex Officio.

HIS EXCELLENCY W. MURRAY CRANE, DALTON.

HIS HONOR JOHN L. BATES, BOSTON.

By Appointment.

	TERM EXPIRES
ELIJAH B. STODDARD, Worcester,	May 25, 1900.
GEORGE H. CONLEY, Boston,	May 25, 1901.
Mrs. ALICE FREEMAN PALMER, . . Cambridge,	May 25, 1902.
JOEL D. MILLER, Leominster,	May 25, 1903.
Mrs. KATE GANNETT WELLS, . . Boston,	May 25, 1904.
FRANKLIN CARTER, Williamstown,	May 25, 1905.
GEORGE I. ALDRICH, Newtonville,	May 25, 1906.
ELMER H. CAPEN, Somerville,	May 25, 1907.

Secretary.

FRANK A. HILL, Cambridge.

Clerk and Treasurer.

C. B. TILLINGHAST, Boston.

Agents.

JOHN T. PRINCE, West Newton.
GRENVILLE T. FLETCHER, Northampton.
JAMES W. MACDONALD, Stoneham.
HENRY T. BAILEY, North Scituate.

Assistant.

L. WALTER SARGENT, North Grafton.

Board of Visitors for Lowell.

GEORGE H. CONLEY.

Mrs. KATE GANNETT WELLS.

Instructors.

FRANK F. COBURN, PRINCIPAL.

Psychology.

HUGH J. MOLLOY,	<i>Mathematics.</i>
LYMAN C. NEWELL,	<i>Chemistry, Physics.</i>
WALTER J. KENYON,	<i>Drawing.</i>
MABEL HILL,	<i>History.</i>
LAURA A. KNOTT,	<i>English.</i>
ANNA W. DEVEREAUX,	<i>Kindergarten.</i>
ADELIA M. PARKER,	<i>Critic Teacher.</i>
GRACE D. CHESTER,	<i>Biology.</i>
ALMA E. HURD,	<i>Physical Culture.</i>
VESTA H. SAWTELL,	<i>Music.</i>
MARY HUSSEY,	<i>Elocution.</i>
ELEANOR H. ABBOTT,	<i>Ass't in English, Librarian.</i>

CYRUS A. DURGIN, PRINCIPAL OF MODEL SCHOOL.

ASSISTANTS.

BELLE A. PRESCOTT, ninth year, . . .	68 Mt. Washington Street.
CHARLOTTE M. MURKLAND, ninth year, .	117 Bowers Street.
BELLE F. BATCHELDER, eighth year, . .	66 Arlington Street.
BLANCHE A. CHENEY, eighth year, . . .	34 Arlington Street.
AMY L. TUCKE, seventh year,	111 Butterfield Street
MARIA W. ROBERTS, seventh year, . . .	167 School Street.
MARY E. WALSH, sixth year,	9 Corner Street.
CARRIE E. ERSKINE, sixth year,	138 Mt. Vernon Street.
MARY I. HOWE, fifth year,	84 Methuen Street.
BERTHA J. CURTIS, fifth year,	121 School Street.
ALICE D. SUNBURY, fourth year,	1 Spaulding Street.
FRANCES CLARK, fourth year,	Chelmsford, Mass.
VIOLA G. BURR, third year,	1 Spaulding Street.
FRANCES M. SPOONER, second year, . . .	121 School Street.
GRACE B. ALVORD, first year,	113 Varnum Avenue.
E. BELLE PERHAM, principal kindergarten,	100 Riverside Street.
CLARE S. REED,	11 Nesmith Street.



Digitized by the Internet Archive
in 2015



BARTLETT — MODEL SCHOOL.

The School Calendar.

1900.

Graduation.

Tuesday, June 26.

First Entrance Examinations.

Thursday and Friday, June 28 and 29.

Second Entrance Examinations.

Tuesday and Wednesday, September 11 and 12.

School Year Begins.

Thursday, September 13.

Thanksgiving Recess.

November 29 and 30.

Christmas Recess.

December 24 to January 4.

1901.

First term ends, Friday, February 1.

Second term begins, Monday, February 4.

Spring Recess.

April 8 to April 12.

Patriots' Day.

April 19.

Memorial Day.

May 30.

Graduation.

June 25.

First Entrance Examinations.

June 27 and 28.

Midsummer Vacation.

Second Entrance Examinations.

September 10 and 11.

Special Notice.

The above entrance examinations will begin each day at nine A.M. in the main hall of the school building, corner of Broadway and Wilder Street.



GYMNASIUM.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electric. It is also within easy walking distance of the Boston & Maine station.

ARCHITECTURE.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick with trimmings of Indiana limestone. It has three stories and a basement and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training work shops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and chemistry, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

Requirements for Admission.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete if young men, sixteen years complete if young women, and must be free from any disease or infirmity which would unfit them for the office of teacher. They must (1) present certificates of good moral standing, (2) give evidence of good intellectual capacity (records of their scholarship standing in the high schools are required), and (3) be graduates from the four years' course of reputable high schools; or (4) they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education. Successful experience in teaching is allowed to be taken into account in the determination of equivalents.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours



DRAWING.

to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Languages*.—(a) English, with its grammar and literature, and (b) one of the three languages, — Latin, French and German.

II. *Mathematics*.—(a) Arithmetic, (b) the elements of algebra and (c) the elements of plane geometry.

III. *History and Geography*.—The history and civil government of Massachusetts and the United States, with related geography and as much of English history as is directly contributory to a knowledge of United States history.

IV. *Sciences*.—(a) Physical geography, (b) physiology and hygiene, (c) physics, (d) chemistry and (e) botany.

V. *Drawing and Music*.—(a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) musical notation.

PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full:—

II. MATHEMATICS,	} See pages 11-12.
III. HISTORY AND GEOGRAPHY,	
IV. SCIENCES,	
V. DRAWING AND MUSIC,	

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows:—

_____ has been a pupil in the
_____ School for _____ years and is, in my
judgment, prepared to pass the normal school preliminary examination in
the following group, or groups, of subjects and the divisions thereof:—

Signature of principal or teacher, _____

Address, _____

2. The group known as "*I. Languages*" must be reserved for the final examinations.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

RECORDS OF SCHOLARSHIP.

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character and scholarship that a candidate brings, especially from schools of high reputation and from teachers of good judgment, the greater confidence he may feel in satisfying the examiners with his fitness for normal school work. Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. It may be said, in general, that if the ordinary work of a good statutory high school as defined by section 2, chapter 496 of the Acts of 1898, is well done, a student should be able to meet successfully the requirements of these examinations. *He cannot be too earnestly urged, however, to avail himself of the best high school facilities attainable in a four years' course, even though he should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

EQUIVALENTS.

A reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken all the subjects named for examination. In determining these equivalents, successful experience in teaching will be taken into account. It should be noted, however, that all the subjects indicated for the admission examinations are of vital importance in the preparation of the teacher for work in the elementary schools. If any are omitted before admission to the normal school, the pupil's work in them after admission is likely to be at some disadvantage.

ORAL EXAMINATIONS.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the



BIOLOGICAL LABORATORY.

school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list:—

1. A book of drawing exercises,—practically such a book of exercises as one might prepare in following the directions in “An Outline of Lessons in Drawing for Ungraded Schools,” prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

WRITTEN EXAMINATIONS.

The written examination will embrace one paper upon each of the following groups, with a maximum time allowance of two hours each for groups I., II. and IV., and of one hour each for groups III. and V.:—

- I. *Languages*.—(a) English, with its grammar and literature, and (b) one of the three languages,—Latin, French and German.

- II. *Mathematics*.—(a) Arithmetic, (b) the elements of algebra and (c) the elements of plane geometry.

- III. *History and Geography*.—The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Sciences.* — (a) Physical geography, (b) physiology and hygiene, (c) physics, (d) botany and (e) chemistry.

V. *Drawing and Music.* — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) musical notation.

SPECIAL DIRECTIONS.

I. *Languages.*

(a) *English.* — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States. Candidates are strongly advised to read *all* the works named, either in school or by themselves, but, until further notice, they may expect to meet the requirements of the papers set if they have properly prepared themselves upon more than half of the works assigned under each of the two heads of *Reading and Practice* and *Study and Practice*, the selection to be made by themselves or by their schools.

No candidate will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be : —

1900. — Dryden's *Palamon and Arcite*; Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; De Quincey's *The Flight of a Tartar Tribe*; Cooper's *The Last of*

the *Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*.

1901 and 1902. — Shakespeare's *The Merchant of Venice*; Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar and questions on the leading facts in those periods of English literary history to which the prescribed works belong. The books set for this part of the examination will be: —

1900. — Shakespeare's *Macbeth*; Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

1901 and 1902. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) One only of the three languages, — *Latin*, *French* and *German*. — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. The candidate is earnestly advised to study *Latin* and either *French* or *German*.

The Conference on Uniform Requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to (a) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (b) the plan of the work, *i.e.*, its structure and method; and (c) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. *Mathematics.*

(a) *Arithmetic.*—Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra.*—The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) *Geometry.*—The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. *History and Geography.*

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.



CHEMICAL LABORATORY.

IV. Sciences.

(a) *Physical Geography*.—The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(b) *Physiology and Hygiene*.—The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c), (d) and (e) *Physics, Chemistry and Botany*.—The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods is earnestly recommended.

V. Drawing and Music.

(a) *Drawing*.—Mechanical and freehand drawing,—enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics,—form, color and arrangement.

(b) *Music*.—The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings, in accordance with the following schedule:—

1900. Thursday and Friday, June 28 and 29; Tuesday and Wednesday, September 11 and 12.

1901. Thursday and Friday, June 27 and 28; Tuesday and Wednesday, September 10 and 11.

1902. Thursday and Friday, June 25 and 26; Tuesday and Wednesday, September 9 and 10.

TIMES OF ADMISSION.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present

themselves then for duty. In individual cases and for strong reasons, exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Beginning with the autumn session of 1901, tuition will still be free to all residents of Massachusetts who declare their intention to teach in the public schools of this State; but if they intend to teach elsewhere, the tuition will be thirty dollars a year. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated.

General Two Years' Course.

The general course of study is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects:—

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects:—

- (a) English,—reading, language, rhetoric, composition, literature and history.

- (b) Mathematics,—arithmetic, bookkeeping, elementary algebra and geometry.

- (c) Science,—elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

- (d) Drawing, vocal music, physical culture and manual training.

3. Observation in the model schools and in other public schools.

Three-Year Courses.

Recognizing the necessity of a higher grade of scholarship and for greater maturity on the part of those desirous of entering upon the teacher's profession, the Lowell Normal School offers the following courses of instruction:—



GEOGRAPHY AND MINERALOGY.

EXTENDED COURSE OF THREE YEARS.

This course is intended for those pupils who wish to make a broader and more comprehensive study of the different subjects that are embraced in the regular two years' course, and also to give a more extended opportunity for work in the practice schools. Those pupils who feel that their preparation has not been a thorough one, and those who are not mature enough to enter upon the teacher's work, are advised to elect this course. The best students also will find an opportunity of doing the work with much more thoroughness than the limited time of the two years' course will allow.

AN ELECTIVE THIRD OR FOURTH YEAR.

Provision will be made, so far as the facilities of the school will allow, for a third or extra year of elective work for graduates of the school.

The purpose of this course is to provide for more specialized and intensive work in those subjects in which the student is especially interested, this work to be largely that of research. Such work will necessarily limit the number of subjects taken by each pupil; but in those, regular class work will be required. A wide field of observation and practice also will be furnished in various schools of Lowell and surrounding towns.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course (including the course in psychology and pedagogy), and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, and of high schools of a high grade and standing, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Normal Course for Kindergarten Teachers.

This course covers a period of two years. A post-graduate year is also offered. A more detailed statement will be found under the head of "Schools of Observation and Practice."

Schools of Observation and Practice.

Section I. of the agreement made by the State with the city of Lowell reads as follows :—

The city of Lowell agrees: 1. To the use of the Bartlett school by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett school is described in the report of the school committee as follows :—

The new Bartlett school building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the street for the first, and two spacious stairways for the second. The upper floor is occupied by a handsome and well lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In giving the use of the new Bartlett school to the State normal school, as has recently been done, the city has thus followed the example of other places where normal schools have recently been established, and has given its best.

The above agreement allows the Lowell Normal School to offer its pupils liberal opportunity for observation and practice in all grades below those of the high school.

The training department at the present time embraces sixteen rooms in the Bartlett school and eleven kindergarten rooms in different parts of the city. Each room is in charge of a regular teacher, who has been selected with this particular work in view.



KINDERGARTEN.

She is responsible for the good order and progress of the children under her charge, and also assists in the training of the normal pupils assigned to her grade.

The pupil-teachers begin their observation early in their course. In the fall term a week is spent in the kindergartens, in order to observe the continuity of work. Further observation in different grades is carried on under the supervision of the departmental teachers of the normal school. Special attention is paid to observing the relation that the kindergarten bears to the lower primary grades.

Each pupil-teacher is assigned one or more children for special study, and she is required to submit a full report of the same to the supervisor.

In the second year three months are spent in practice work, divided into three periods of one month each. This gives an opportunity for work in three different grades when such a plan is deemed advisable. This practice work is carried on in the morning so that the afternoon is left free for instruction and individual assistance from the critic teacher. The successes and the failures of the morning are fully discussed, and detail plans are made for the following day. Some afternoons also are used for observation in grades where the pupil has had no opportunity for practice.

The teachers from the faculty of the State school, whose plans of study are cordially accepted by the training department, are expected to visit the practice work at least once a week, that a close relationship and clear understanding may exist between the academic work, theory work and practice work.

Normal Kindergarten Course.

The normal training course for kindergarten teachers covers a period of two years. A post-graduate course of one year is also offered. The twelve schools furnished for observation and practice are situated in different parts of the city, and include in their enrolment 1,045 children. The following is a brief statement of the work of this department:—

In the first year the class takes the regular normal school course. It meets the supervisor of this department once a week, for instruction in principles and methods and the use of the gifts and occupations. A week is spent early in the year in visiting the different kindergartens and observing the work done each forenoon. In the afternoons a report is presented to the supervisor, and an opportunity

is given for discussion. The primary and lower grammar grades are then visited, in order that some knowledge may be obtained of the work in the higher grades and its relation to the kindergarten. Each pupil is required to make a study of one or more children, and submit a full report of the same.

In the second year all the forenoons are spent in the schools, a part of the time in observation and a part in practice. Each pupil spends ten consecutive weeks in one school, and is given an opportunity to take entire charge of the room under supervision. Afternoons are spent at the normal school, in the study of theory, mother play, and symbolic education, psychology, games, gifts, occupations, drawing, nature-work, gymnastics, voice training and music.

In the post-graduate year further opportunity is given for observation and practice. Instruction is given in advanced kindergarten theory, including the pedagogy of the kindergarten and the education of man, crystallography, laboratory work in zoölogy and botany, with special reference to their application to the kindergarten, and weekly discussions of making programs.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Graduates, Class I.

TWO YEARS' COURSE.

John Ernest Barr,	. . . . .	Lowell.
Arthur Martin Johnston,	. . . . .	Lowell.
Florence Brackett Brown,	. . . . .	Wolfborough, N. H.
Lilian Chloe Burbank,	. . . . .	Lowell.
Anna Isabel Cassidy,	. . . . .	Lowell.
Bessie Mildred Coburn,	. . . . .	Lowell.
Rosalie Mary Cole,	. . . . .	Concord, N. H.
Mary Louise Crowley,	. . . . .	Lowell.
Frances Cunningham,	. . . . .	Lowell.
Gertrude Helen Dacey,	. . . . .	Lexington.
Elizabeth Beatrice Dame,	. . . . .	Lowell.
Sadie Maria Deane,	. . . . .	Lowell.
Mary Frances Devine,	. . . . .	Chelmsford.
Helen Annie Dow,	. . . . .	Chelmsford.
Marcella Frances Dowd,	. . . . .	Winchester.
Ruth Fisher,	. . . . .	Westford.
Alice Louise Gookin,	. . . . .	Wamesit.
Eva May Goss,	. . . . .	Lowell.
Anastasia Terese Halloran,	. . . . .	Lowell.
Elizabeth Cushing Heywood,	. . . . .	Westford.
Ida Eleanor Hunter,	. . . . .	Tyngsborough.
Margaret Grace Hyde,	. . . . .	Lowell.
Katherine Marie Jantzen,	. . . . .	Lowell.
Lizzie Maude Jarvis,	. . . . .	Lowell.
Nellie Louise Keating,	. . . . .	Lowell.
Ethel Elizabeth Kimball,	. . . . .	Lowell.
Josephine Murphy,	. . . . .	Lowell.
Florence Buxton Parker,	. . . . .	Reading.
Lilla Maude Phelps,	. . . . .	Concord.

Post-graduate Students.

[illegible]

KINDERGARTEN.

[illegible]

Regular Two Years' Course.

Baker, Katherine F.,	Tewksbury.
Barnes, E. Leslie,	Lowell.
Bertolle, Bertha,	Lawrence.
Bishop, Emma A.,	Lowell.
Blackwell, Jessie M.,	Lawrence.
Blanchard, Loueva M.,	Lowell.
Brooks, Harry,	Gloucester.
Callahan, Margaret B.,	Lowell.
Cameron, Christine,	Dracut.
Clark, Ethel R.,	Andover.
Chadbourne, Mary Louise,	Reading.
Coburn, Anna T.,	Lowell.
Cohen, Samuel N.,	Boston.
Coleman, Ethel R.,	Andover.
Collins, Elizabeth G.,	Andover.
Conway, Elizabeth A.,	Lowell.
Conway, Margaretta J.,	Woburn.
Cooney, Helen T.,	Lawrence.
Corkhill, Mary E.,	Lawrence.
Courtney, Mary G.,	Lowell.
Cronin, Annie H.,	Lawrence.
Crowley, Gertrude B.,	Lowell.
Crowley, Mary E.,	Lowell.
Crowley, Margaret M.,	Lawrence.
Cummings, Nellie J.,	Woburn.
Dalrymple, Frances W.,	Lowell.
Devine, Sara M.,	East Chelmsford.
Dodge, Annie F.,	Billerica.
Donoghue, Annie V.,	Lowell.

Donovan, Sarah E.,	.	.	.	.	.	.	Lowell.
Downing, Esther M.,	.	.	.	.	.	.	Lowell.
Duffy, Margaret,	.	.	.	.	.	.	North Andover.
Eagan, Katherine G.,	.	.	.	.	.	.	North Andover.
Edwards, Gertrude L.,	.	.	.	.	.	.	Lowell.
Edson, Bessie M.,	.	.	.	.	.	.	Lowell.
Farrell, Nellie U. T.,	.	.	.	.	.	.	Lowell.
Farrington, Edith T.,	.	.	.	.	.	.	Lowell.
Fletcher, Cora T.,	.	.	.	.	.	.	Lawrence.
Flint, Edith F.,	.	.	.	.	.	.	Lowell.
Fox, Mary J.,	.	.	.	.	.	.	Lowell.
French, Lillian R.,	.	.	.	.	.	.	Tewksbury.
Frost, Annie M.,	.	.	.	.	.	.	Lowell.
Gillespie, Maud,	.	.	.	.	.	.	Lowell.
Ginty, Lulu V.,	.	.	.	.	.	.	Lowell.
Gould, Belle M.,	.	.	.	.	.	.	Chelmsford.
Gray, Helen C.,	.	.	.	.	.	.	Woburn.
Green, Hessie S.,	.	.	.	.	.	.	Lowell.
Guyton, Mina,	.	.	.	.	.	.	Lowell.
Halloran, Mary I.,	.	.	.	.	.	.	Lowell.
Harrington, Lenora,	.	.	.	.	.	.	Lowell.
Harrington, Mary E.,	.	.	.	.	.	.	Lawrence.
Hines, Mary F.,	.	.	.	.	.	.	Lawrence.
Holland, Ellen T.,	.	.	.	.	.	.	Lawrence.
Howard, Gertrude B.,	.	.	.	.	.	.	Waltham.
Howard, Katherine G.,	.	.	.	.	.	.	Lowell.
Hurley, Mary I.,	.	.	.	.	.	.	Winchester.
Jamieson, Margaret S.,	.	.	.	.	.	.	Lowell.
Joyce, Anna F.,	.	.	.	.	.	.	Lowell.
Kennedy, Florence M.,	.	.	.	.	.	.	Woburn.
Kenney, Mary A.,	.	.	.	.	.	.	Winchester.
Libbee, Sara E.,	.	.	.	.	.	.	Winchester.
Long, Caroline P.,	.	.	.	.	.	.	Woburn.
Lord, Laura A. D.,	.	.	.	.	.	.	Lawrence.
Macdearmaid, Mattie A.,	.	.	.	.	.	.	Lowell.
Magoon, Georgenia E.,	.	.	.	.	.	.	Lowell.
Maguire, Mary A.,	.	.	.	.	.	.	Lowell.

Mahoney, Lydia H.,	. . . . .	Lawrence.
Mann, Eva D.,	. . . . .	Lowell.
McCarthy, Katherine A.,	. . . . .	Lawrence.
McConnor, Genevieve A.,	. . . . .	Lawrence.
McDonald, Margaret G.,	. . . . .	North Andover.
McMahon, Martina F.,	. . . . .	Lowell.
Meredith, Susan A.,	. . . . .	Lowell.
Miskella, Catherine V.,	. . . . .	Lowell.
Moore, Eureka L.,	. . . . .	Lowell.
Murray, Helen C.,	. . . . .	Winchester.
Nelson, Susan E.,	. . . . .	Lowell.
O'Brien, Mary F.,	. . . . .	Lowell.
Offutt, Lillian,	. . . . .	Lowell.
O'Malley, Lillian G.,	. . . . .	Dracut.
O'Sullivan, Catherine G.,	. . . . .	Lowell.
Parker, Minnie E.,	. . . . .	Lowell.
Parsons, Mabel M.,	. . . . .	Tewksbury.
Pike, Jannette W.,	. . . . .	Lowell.
Puffer, Mary V.,	. . . . .	Lowell.
Richardson, Elizabeth H.,	. . . . .	Hyde Park.
Roche, Essie E.,	. . . . .	Lowell.
Rogers, Alice T.,	. . . . .	Billerica.
Rogers, Jennie E.,	. . . . .	Byfield.
Rollins, Lottie M.,	. . . . .	Woburn.
Scannell, Catherine A.,	. . . . .	Methuen.
Searle, Lillian G.,	. . . . .	Lowell.
Shea, Maria,	. . . . .	Woburn.
Sherburne, Bertha M.,	. . . . .	Tyngsborough.
Smith, Florence S.,	. . . . .	Methuen.
Smith, Ruby S.,	. . . . .	Lawrence.
Sullivan, Agnes M.,	. . . . .	Lowell.
Swain, Helen D.,	. . . . .	Lowell.
Turcotte, Evangeline M.,	. . . . .	Lowell.
Turner, Katie A.,	. . . . .	Salem.
Underhill, Florence,	. . . . .	Winchester.
Walsh, Mabel C.,	. . . . .	Lowell.
Ward, Loretta L.,	. . . . .	Lowell.

Lowell State Normal School Alumni Association.

President.

KATHERINE MAUD CROWLEY, . . . 115 Fort Hill Avenue, Lowell.

Vice-president.

ETHEL ELIZABETH KIMBALL, . . . 475 Stevens Street, Lowell.

Secretary.

LIZZIE MAUDE JARVIS, . . . 7 Durant Street, Lowell.

Treasurer.

MARY FRANCES DEVINE, . . . 1397 Gorham Street, Lowell.

Executive Committee.

CHLOTILDA A. DELANEY, . . . 791 Broadway, Lowell.

CHARLOTTE C. WALSH, . . . 431 Adams Street, Lowell.